

Class: Grade 5

Teacher: Mr. Bogart

Unit/Investigation: U.S. Geography:

How does a diverse country come together as one?

In-depth content:

- I can use charts and graphs to demonstrate a regions climate.
- I can explain the strengths and weaknesses of the technologies introduced within a region.
 - Highways, irrigation, mining
 - New species introduced into regions
- I can identify how regions of the US are dependent on each other.
 - *Cotton industry – slavery – Civil War*
- I can analyze the conflict/harmony among the regions of the United States.
- I can use a distribution map to describe patterns of renewable/non-renewable resources in the regions of the U.S.
 - Forests, coal, oil, fertile soil, and running water
- I can explain how Europe has influenced regions in the United States.
 - Music, Art, Dance Cooking
- I can compare the landforms, climates and culture of regions in North America.

Essential Question: How does a diverse country come together as one?

Product/Performance that students will create to demonstrate their understanding:

- ☐ *Students will collect, analyze and evaluate information to create a presentation s and their importance. Students will also work in a cooperative group to create an iMovie to teach others about these animal structures.*

☐

Real world purpose/audience:

- ☐ *Students will inform OSU Chinese Graduate Students about regions of the US that they may consider moving to.*

Real-world Models:

This Land is Your Land

Teacher/Coach created Notebook presentation on the Midwest.

Lists of possible texts students will read to help them uncover topic:

Mr. Bogart's wiki – online websites for research

Variety of Non-fiction books and materials

Academic Content Standards:

Geography: Grade 5

Analyze ways that transportation and communication relate to patterns of settlement and economic activity.

* Use or construct maps of colonization and exploration to explain European influence in North America.

Identify and explain ways people have affected the physical environment of North American and analyze the positive and negative consequences.

*Analyze the positive and negative consequences of human changes to the physical environment, including:

- a. Great Lakes navigation;
- b. Highway systems;
- c. Irrigation;
- d. Mining;
- e. Introduction of new species.

*Explain how the characteristics of different physical environments affect human activities in North America.

Identify the physical and human characteristics of places and regions in North America. Analyze reasons for conflict and cooperation among regions of North America, including immigration, and environmental issues.

*Describe and compare the landforms, climates, population, culture, and economic characteristics of places and regions in North America.

*Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.

*Explain how climate is influenced by:

- a. Earth-sun relationships
- b. Landforms
- c. Vegetation.

Use map elements or coordinates to locate physical and human features of North America.

*Use coordinates of latitude and longitude to determine the absolute location of points in North America. Use maps to identify the location of:

- a. The three largest countries of North America;
- b. The 50 states of the United States;
- c. The Rocky and Appalachian mountain systems
- d. The major river systems;
- e. The Great Lakes.

A Complex Thinker:

Indicator 1: I can explain the strengths and weaknesses of the technologies and new species introduced within a region.

Identifies and defines authentic problems and essential questions.

- Identifies and defines authentic problems clearly and precisely.
- Formulates essential questions

Indicator 2: Group Notebook Presentation

Collects, assesses and analyzes relevant information.

- Collects multiple and diverse sources of credible evidence.
- Identifies and assesses information relative to the essential question.
- Analyzes information by identifying a relationship and/or pattern among components.
- Organizes information effectively.

Indicator 3: Group Notebook Presentation

Explores and develops solutions.

- Uses higher-order thinking and reasoning strategies to explore and develop solutions.
 - Examples:
 - Analyzes
 - Interprets
 - Infers
 - Evaluates
 - Synthesizes
- Identifies and articulates alternate explanations.

Indicator 4: Group Notebook Presentation

Makes judgments and decisions.

- Identifies criteria to gauge the strengths, limitations, and value of information/data (qualitative/quantitative).
- Selects the appropriate information/data (qualitative/quantitative) to make evidence-based judgments and decisions.

Indicator 5: I can identify how regions of the US are dependent on each other.

I can analyze the conflict/harmony among the regions of the United States.

Uses systems thinking to understand complex inter-relationships.

Indicator 6: Reflects critically on learning experiences, processes and solutions.

- Reflects with candor and depth on the learning experiences (what I did and what I learned) and processes (how and why I did it).
- Evaluates and refines solutions and determines next steps.

Long-term Learning Targets	Assessments
I can use charts and graphs to demonstrate a regions climate.	Making Predictions: Use average temperature page from SRB. Collaborative Notebook Presentations
I can explain the strengths and weaknesses of the technologies introduced within a region. <ul style="list-style-type: none"> • Highways, irrigation, mining • New species introduced into regions 	Students may choose one technology and explain the strengths and weaknesses. T chart – mining (model with SMART Board) Collaborative Notebook Presentations Student essay – Predict the impact of new species introduced into regions.
I can identify how regions of the US are dependent on each other. <i>Cotton industry – slavery – Civil War</i> I can analyze the conflict/harmony among the regions of the United States.	Class Discussion Collaborative Notebook Presentations
I can use a distribution map to describe patterns of renewable/non-renewable resources in the regions of the U.S. <ul style="list-style-type: none"> • Forests, coal, oil, fertile soil, and running water 	Distribution Map – Created using SMART Board Collaborative Notebook Presentations
I can explain how Europe has influenced regions in the United States. <ul style="list-style-type: none"> • Music, Art, Dance Cooking 	Class Discussion Collaborative Notebook Presentations
I can compare the landforms, climates and culture of regions in North America.	Student Notes, Graphic Organizer Collaborative Notebook Presentations

THE CALENDAR:

Unit - May 3 - June 1

Performance Task/Group Presentation Target date – May 31